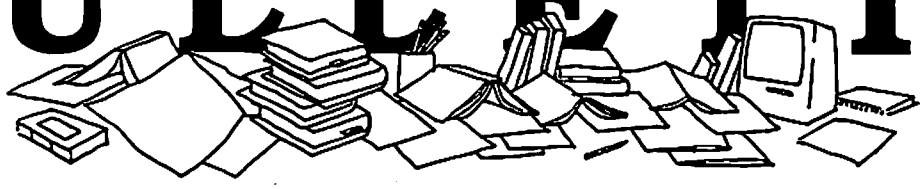
THE LITERACY MATERIALS

BULLETIN



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Spring 1991

We have added three new members to the Literacy Materials Committee. They are Paula Davies from the College of New Caledonia in Prince George, Maureen Stephens from Okanagan College in Kelowna, and Basha Rahn from the Adult Learning Program, Sooke School District. Linda Hackett of the Adult Literacy Contact Centre has resigned from the committee. We'd like to thank Linda for her contribution to the first two bulletins. Linda and the staff at the centre continue to support the work of this committee by housing a complete set of the materials reviewed in the bulletins and by maintaining our mailing list.

Sally Coates-Crews at the Centre for Curriculum and Professional Development reports that there has been a heavy demand by teachers and tutors for the materials from the last bulletin. At her suggestion, we have decided to put **two** copies of each material reviewed in this bulletin into the circulating collection.

If you wish to borrow any of the materials reviewed in this issue, contact:

Sally Coates-Crews
Centre for Curriculum and Professional Development
Fifth Floor
1483 Douglas Street
Victoria, B.C. V8W 3K4
Tel: (604) 387-6060
Fax: (604) 387-9142

The materials are available on a loan basis for a period of a month. When ordering, please specify that it is a material from the Literacy Materials Bulletin.

A complete set of the print materials from the three bulletins is available at the Adult Literacy Contact Centre.

We continue to need your help. Please send us a review of any material you think would be useful to others. You can use the form provided on the last page.

Joan Acosta
Chairperson

Literacy Materials Committee

Joan Acosta
Capilano College
986-3945
Barbara Bate
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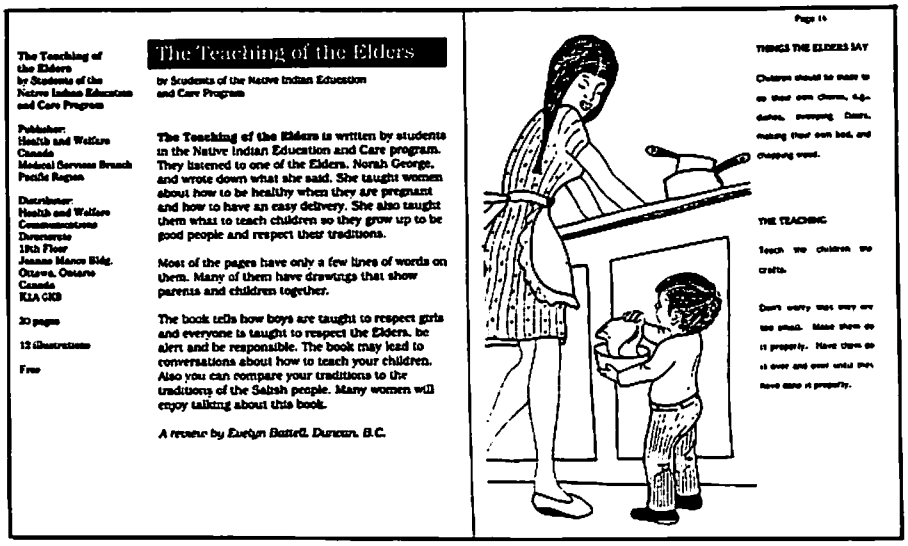
Maureen Stephens
Okanagan College
762-5445
Loraine Wong
Langley School District
534-0333

RESOURCE PERSON:
Thomas Quigley
Vancouver Public Library
665-3594



The Teaching of the Elders

by Students of the Native Indian Education and Care Program

Publisher:
Health and Welfare Canada
Medical Services Branch
Pacific Region

Distributor:
Health and Welfare Communications Directorate
18th Floor
Jeanne Mance Bldg.
Ottawa, Ontario
Canada
K1A 0K9

30 pages

12 illustrations

Free

The Teaching of the Elders is written by students in the Native Indian Education and Care program. They listened to one of the Elders, Norah George, and wrote down what she said. She taught women about how to be healthy when they are pregnant and how to have an easy delivery. She also taught them what to teach children so they grow up to be good people and respect their traditions.

Most of the pages have only a few lines of words on them. Many of them have drawings that show parents and children together.

The book tells how boys are taught to respect girls and everyone is taught to respect the Elders, be alert and be responsible. The book may lead to conversations about how to teach your children. Also you can compare your traditions to the traditions of the Salish people. Many women will enjoy talking about this book.

A review by Evelyn Bassett, Duncan, B.C.

Title: Telling Our Stories Our Way

Publisher: Canadian Congress for Learning Opportunities for Women
Available: CCLOW, 47 Main Street, Toronto, Ontario M4E 2V6
Telephone: 416-699-1909
Price: $23.54 (shipping, handling, GST, included)
Reviewed by: Joan Acosta
Level: Functional (Grade 4-6)

Telling Our Stories Our Way is a resource guide to Canadian literacy materials for women. It features reviews of 49 selected books and pamphlets of special interest to women who are learning to read. Many of the materials chosen reflect a feminist perspective.

The materials were selected by volunteer literacy workers and staff from the Canadian Congress for Learning Opportunities for Women. The reviews were written by students, by literacy workers, and by literacy workers and students together.

The aim of the project was "to find and review the best Canadian materials for women that are now available and to bring this information together in one book."

A wide range of materials was reviewed including health information, photostories, personal accounts, biographies, and poetry. The layout is open and easy to read. Each review is accompanied by a sample page of the publication as well as detailed ordering information.

Students who fieldtested the book particularly liked the amount of student participation evident in the reviews. Several teachers, however, noted some unevenness in the reviews. They preferred the reviews which provided some critical analysis to those which simply gave a synopsis of the content.

Overall reaction was positive and a number of people asked, "When is the next edition coming out?"

Title: Let's Celebrate! Canada's Special Days

Author: Caroline Parry
Publisher: Kids Can Press Ltd., 1987
Available: Any bookstore
Price: $14.95
Reviewed by: Basha Rahn

This book about celebrating Canada's special days is divided into six parts. It begins with a section on calendars of the world. The next four parts, according to season, describe festivals of these seasons. The last section is about Muslim special days. The celebrations include birthdays of people, places and events, religious or ethnic holidays, and changes of the seasons. There are illustrations on every page as well as games, crafts, science experiments, recipes, poems, and riddles interspersed with the main text.

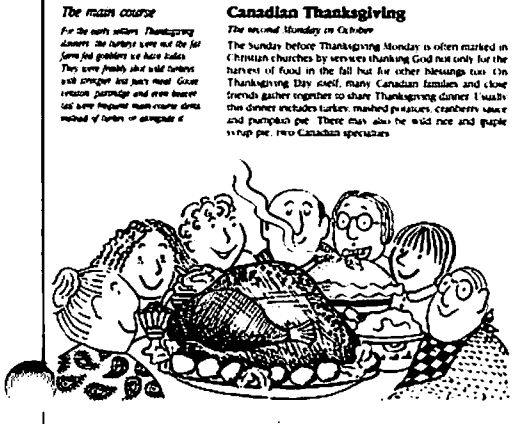
Let's Celebrate is an excellent resource for instructors wanting to include celebrations into any cultural, social or religious theme. There are occasions for all of us to remember, renew or explore our roots and incorporate old customs into present-

day life in Canada.

A strong feature of the book is its emphasis on the ways these holidays are celebrated across Canada, with differences from province to province.

An instructor in a native program commented that her students liked the fact that the book included special days of many cultures, not just native celebrations. The multicultural mix offered in *Let's Celebrate* helps to make this a rich resource for Canadian holidays.

One weakness of the book is that although the tone, games, jokes, and some projects are for younger people, the level of the text for independent reading is for a more advanced reader. For this reason, we recommend it as a resource for instructors or for independent readers (Grade 7-9) who have children with whom to share some of the activities.



The main course

Canadian Thanksgiving

The second Monday in October

The Sunday before Thanksgiving Monday is often marked in Christian churches by services thanking God not only for the harvest of food in the fall but for other blessings too. On Thanksgiving Day itself, many Canadian families and close friends gather together to share Thanksgiving dinner. Usually this dinner includes turkey, mashed potatoes, cranberry sauce and pumpkin pie. There may also be wild rice and maple syrup pie, two Canadian specialties.

Title: NewsAble
Authors: Ruth Cairns, Harvey Robson
Available: Ontario Community Newspaper Association, Box 451, Oakville, Ontario L6J 5A8
Telephone: 416-844-0184
Fax: 416-844-2769
Price: $40.00 plus GST, postage, handling
Reviewed by: Barbara Bate
Level: Functional (Grade 4-6)

NewsAble is a resource guide for teaching literacy through a community newspaper. The guide is 57 pages, packaged in an attractive three-ring binder with sections on the following: The Front Page, Community News, Display Ads, Sports in the News, Food Ads, Photographs, Editorial/Opinion, Statements to the Press, Real Estate Announcements, Classified Ads (Services and Articles for Sale, Cars for Sale, Employment). Each section is preceded by a set of suggested activities aimed at stimulating, guiding, and reinforcing learning.

NewsAble is intended for use by classroom teachers and/or volunteer tutors. An independent level learner (Grade 7-9) could work through the program with minimal supervision. Individual and group activities are color coded for convenience, and pages are easily removed for photocopying.

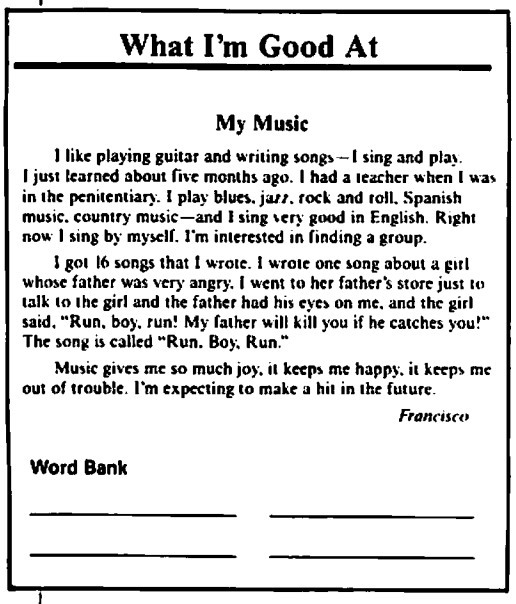
COMMUNITY NEWS
GROUP LEARNING ACTIVITY #2

Become a reporter.
Report on your adult learning class activities and goals.
Consider the reasons for your attendance in the class and what you wish to achieve.
Use the information to create a report.

A criticism of the guide is the amount of paper used in the production. Many pages are printed on one side with half a page or less of print. A second criticism is the extent of repetition in each section.

Comments from literacy instructors/tutors/learners

- *"Refreshing, new, and creative ideas with a variety of life skills exercises. The manual covers all aspects of the newspaper."*
- *"Reading level is geared to the more advanced literacy student."*
- *"The manual is not new since we use* The Westcoast Reader, *but* NewsAble *does have a continuity that the* Reader *Notes don't have."*
- *"New tutors who want more direction liked the step-by-step approach. Students liked newspaper study and enjoyed the activities."*



What I'm Good At

My Music

I like playing guitar and writing songs—I sing and play. I just learned about five months ago. I had a teacher when I was in the penitentiary. I play blues, jazz, rock and roll, Spanish music, country music—and I sing very good in English. Right now I sing by myself. I'm interested in finding a group.

I got 16 songs that I wrote. I wrote one song about a girl whose father was very angry. I went to her father's store just to talk to the girl and the father had his eyes on me, and the girl said, "Run, boy, run! My father will kill you if he catches you!" The song is called "Run, Boy, Run."

Music gives me so much joy, it keeps me happy, it keeps me out of trouble. I'm expecting to make a hit in the future.

Francisco

Word Bank

_____ _____

_____ _____

Title: Getting Started With Experience Stories

Author: Joan Barasovska
Publisher: New Readers Press, 1988
Available: Artel Educational Resources, 5528 Kingsway, Burnaby, B.C. V5H 2G2
Telephone: 435-4949
Price: $6.50
Reviewed by: Loraine Wong
Level: Functional (Grade 4-6)

This compact guide is useful to both instructors and learners in a variety of literacy programs. The opening description of an experience story outlines clearly what is involved in both philosophy and procedure. For beginning instructors or tutors, the why's and how's are logically presented and explained, giving the confidence to try a new learning activity. (Especially when used with the language experience chapter in *A Guide For Tutoring Adult Literacy Students* or any of the Frontier College video segments.) Experienced instructors may also find a few new ideas in this opening section which lists follow-up activities such as word banks and spelling/ reading/ writing strategies that would work in whole class, learning centre, or tutoring situations.

The second section of the book contains student stories, arranged thematically. While the stories are not as meaningful to students as their own stories, the topics covered are ones that all students can identify with: What I'm Good At, About Reading, How I See It, Love and Heartache, Our Children, and Where I've Been. This section also has a list of "workbook activities" such as places for word banks, lists of "story starters" (ideas to get students started writing their own stories), and spaces to write out the stories, possibly creating a student journal.

The book does have some shortcomings, however. There are no graphics, and some of the pages are long and heavy in the amount of print. Several of the stories are very American, and might not be as useful as others.

In spite of these drawbacks, the instructors, tutors, and learners who sampled this book were enthusiastic about the possibilities it presented and felt it would be a useful supplement to their programs.

Title: When I am an Old Woman I Shall Wear Purple

Author: Multi-authored
Publisher: Papier Mache Press
Available: Any bookstore
Price: $13.95
Reviewed by: Paula Davies
Level: Independent (7-9) or any level if read to the learners

This lovely collection of poems and short stories explores the complex process of aging. For the most part, the authors and subjects are women and they examine old age and their thoughts and feelings on the subject from that point of view. This perspective might raise concerns about the applicability of the book for classrooms with both male and female students. However, the sometimes tearful, often humorous, profoundly tragic, and exuberantly joyful examination that this collection offers of ourselves, our mothers, our aunts or our sisters advancing through old age is an intensely moving one.

The text is not written for literacy-level learners. This fact makes it an even more exciting choice, as

literacy-level adults can see themselves reading and discussing 'real' literature. Depending on their independent reading level, chosen selections from this book may have to be read to the learners, but the rich and full discussion that is generated by the text provides a wonderful spring board for further reading and writing.

Comments from student reviewers:

- *"I have an incontinent father and I know what it is like."*
- *"I think they are neat....these little poems. They talk about love and feelings and things you think about."*
- *"I liked 'A Place for Mother.' When I was looking for daycare for my daughter, I had a long list of questions I used to check them out. I hope she'll be as careful when she's looking to put me somewhere."*

Reviewers also noted that the content of the collection sparked some good discussions on cross-cultural attitudes towards aging parents and the elderly.

The book is a cornucopia of useful material and is a real steal at the price.

A Place for Mother

Joanne Seltzer

PRELIMINARY ADVICE

Remember how you once went shopping
for the right nursery school
and when the teacher asked you
if your child was toilet trained
you lied and said she was.

Use the same strategy
in shopping for a nursing home.

Later—when you are told
of Mother's incontinence—
you will clench your fist and shout:
"What have you done to my mother?"

From *When I am an Old Woman I Shall Wear Purple*

Title: The Spell It Out Series: Books 1-4
Author: Phillip K. Trockl
Publisher: Globe Modern, 1987
Available: 3771 Victoria Park Avenue, Scarborough, Ontario M1W 2P9 Tel: 1-800-263-4005
Fax: (416) 497-3637
Price: $11.90
Recommended by: Anne Lyle, College of New Caledonia
Reviewed by: Andrew Kennedy
Level: Functional (4-6)

The *Spell It Out* series, first published in 1985, consists of four reading and spelling text/workbooks. Each workbook includes 20 reading and spelling lessons.

The reading lessons present a short non-fiction story about a topic of general interest or about a personality. The stories are written in a descriptive style that can occasionally be wooden and confusing. Also, some of the stories have become dated.

The spelling lessons present a rule or pattern and a study of 15 words. The lessons, with few exceptions, are well presented and deal with the learning of spelling skills on a step-by-step basis. The spelling skills drills provide for practice and repetition of the same words. Various other exercises provide for reviewing the reading, recalling facts, writing an opinion, using spelling words, and finding the

DEVELOPING SPELLING SKILLS

Study List

airplane
another
baseball
basketball
everyone
extraordinary
homesick
knockout
maybe
outside
peanut
powerhouse
roommate
sometime
without

The following words appear in the reading selection. They are called compounds. A compound is a word that is formed by joining two or more words.

Single Words		Compounds
base + ball	=	**baseball**
knock + out	=	**knockout**
basket + ball	=	**basketball**
extra + ordinary	=	**extraordinary**

Compound words are easier to spell if they are broken down into smaller words.
On your left is the Study List for this lesson. Each word in the list is a compound word.

incorrectly spelled words. Because the readability of the instructions is low, most students can use the books independently. The spelling units, in particular, could also be used at the intermediate level.

The series is presently being used as foundation or supplementary material in a number of individualized and group study programs. Many students and teachers like the combination of spelling and reading and enjoy the books for the content and the variety, e.g., games opinions, questions, and writing. However, others felt the stories are of low interest and that there are too many exercises.

The series was developed for high school students and the stories progress from a Grade 3 to 7 reading level, but the layout of the books is appropriate for adult learners. A teaching guide, which is mostly an answer key, is available for the series.

Overall, *Spell It Out* presents a combination of spelling and reading that can allow the reluctant speller to develop a more positive attitude toward spelling.

★★GOLDEN OLDIE★★

Title: In Search of April Raintree
Author: Beatrice Culleton
Publisher: Pemmican Publications, 1983
Available: 1412 MacGregor Street, Winnipeg, Manitoba R2W 4X5
Telephone: (204) 589-4351
Price: $6.95
Reviewed by: Lorraine Fox

This story reveals to the reader the implications of adoption and fostering in relation to native children in Canada.

April and Cheryl Raintree are two Metis children who are dislocated from home and family and introduced into the child welfare system. We learn of the problems these children face in dealing with foster homes and separation from each other. The author writes descriptively and we are able to understand and feel the sadness and joy of April and her sister.

Although we are made aware of many negative aspects of this social problem, there is a positive thread which runs through the story and tells of the incredible strength and courage of these two Metis children. Beatrice Culleton has done an excellent job in enlightening us about this sensitive topic.

This book could be incorporated into an English curriculum, a native studies program or as material for a book report. The story works well with native learners as many have shared the same experiences and it makes for good classroom discussion.

One weakness expressed by some students is that the book is too lengthy for new readers and some of the language may be difficult.

★★★★★★★★★★★★★★★★★★★★★★

For this bulletin, we have replaced our usual guest review with a summary of a policy paper on computers and literacy instruction written by the Computers and Literacy Committee of the Metro Toronto Movement for Literacy.

The policy paper was the response to a need shown by literacy practitioners in Ontario for guidance in sorting through a vast array of available software programs. Planks in the platform can be summarized as follows:

- Computers should be used to creatively challenge learners and literacy workers/tutors while enhancing traditional tutoring techniques. This means choosing software which is tutorial-based, software which encourages creative writing and problem-solving, and software that requires more than merely pressing buttons or filling in blanks, wherever possible.
- Secondly, the use of computers should never compromise the learner-centered approach. Literacy workers should make sure that software is appropriate to the age, culture and socio-economic background of the learner.
- Software should address the needs that motivate students to involve themselves in a literacy program, and the software should be user-friendly, reducing technological barriers to learning through efficient programming. Authoring capabilities, for example, make software especially helpful, enabling instructors and learners to base computer activities upon their own written material.
- Computers should help learners to enhance and develop both new and existing skills. Used appropriately, computers in literacy instruction can simplify labour-intensive tasks, can drill and strengthen specific skill areas, and can help learners progress toward using software at work and in personal applications. Computers can also improve communication for people with certain physical disabilities, and for those who sometimes get mired in the physical process of writing on paper, thus limiting their creativity.
- Finally, for some practitioners and learners, the best use of computers may be none at all. The theme common to all the policies outlined above is that computers are ultimately only a tool to assist and support existing literacy practices -- they should never obstruct or interfere with good literacy work.

A copy of the policy paper is available from the Adult Literacy Contact Centre. Call 684-0624 or toll free 1-800-663-1293.

1991 • CENSUS

Census Information

Statistics Canada is conducting a census on June 4. A booklet has been prepared in plain language to help adult literacy and ESL students understand the census. The student booklet and teacher's guide are available free of charge by writing or phoning:

Statistics Canada
Suite 250
815 West Hastings
Vancouver, B.C.
V6C 1B4
Tel: 666-2328

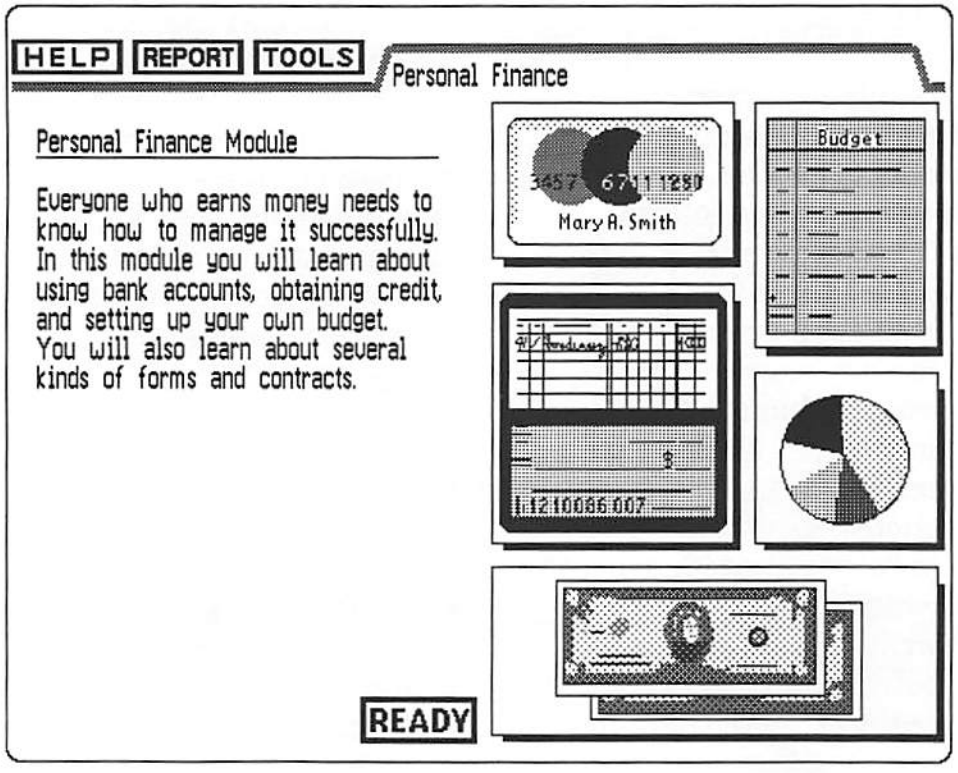
Title: Computer Curriculum Corporation (CCC)
Author: Multi-authored
Publisher: Simon and Schuster
Available: Columbia Institute of Canada, 802 Manning Rd., N.E. Calgary, Alberta T2E 7N8
Price: Pricing information for this system may be borrowed from the Centre for Curriculum and Professional Development(See P.1)
Telephone: 403-273-0315
Fax: 403-272-3805
Reviewed by: Barbara Bate

Computer Curriculum Corporation (CCC) was founded in 1967 by Dr. Patrick Suppes of Stanford University in California. Dr. Suppes' company was the first to offer computer assisted instruction to school systems in North America. At present, CCC serves over half a million students. The system provides a comprehensive curriculum with individualization, initial assessment and placement, a mastery learning model, and special tutorial help. In addition, the newer courseware offers color, graphics, and interactive learning tools. CCC is able to serve low to gifted achievers who may be elementary, secondary, ESL or adult literacy students.

The most difficult job for the instructor is to place learners in programs which are both manageable and challenging. This means continual adjustments are part of the process, especially if learners are enrolled in several programs.

Comments from literacy students who have used CCC:

- *"I like using the computer. In math it helps me to think quickly. In the English program it really helps me to write. So I'm very impressed with the computer."*
- *"I think the computers are an excellent way to help someone learn in lots of ways like typing, spelling, and writing stories. They are used in lots of businesses because it saves room. I like the WE program."* (Note: WE is a wordprocessing program.)
- *"One of my assignments is to write in my journal. Then in class I type it out on the computer. I also do my math on the computer and it sure helps me with my math work."*
- *"The first time on the computer I was scared to death. Then after a few weeks I was beginning to enjoy it. I went home and told my husband he had to buy me one. 'In the future, dear,' he said."*


HELP
REPORT
TOOLS
Personal Finance
Personal Finance Module
Everyone who earns money needs to know how to manage it successfully. In this module you will learn about using bank accounts, obtaining credit, and setting up your own budget. You will also learn about several kinds of forms and contracts.
Mary A. Smith
Budget
READY

CCC Course List

CCC Courses	Instructional Levels	Appropriate for Adults	Hours of Instruction[1]
MATHEMATICS and SCIENCE			
Math Concepts and Skills [2]	K–8	✓	245
Problem Solving	3–6		100
Math Enrichment Modules	7–12	✓	50
Introduction to Logic	7–12	✓	100
Algebra Topics	9–12	✓	50
Science Discovery	7–8	✓	15
READING			
Reading Readiness [2]	K–1		35
Initial Reading [2]	1–2		60
Basic Reading	2		25
Reader's Workshop	3–7.5		120
Critical Reading Skills	7–12	✓	100
Adult Reading Skills	3–6	✓	50
The Reading Network [2]	1–2	✓	50
LANGUAGE SKILLS			
Spelling Skills [2]	2–8	✓	175
Language Arts Strands	3–6		100
Writer's Express	3–6		25
Writing: Process and Skills	6–9	✓	50
English as a Second Language [2]	6–12	✓	600
Fundamentals of English	7–12	✓	25
Adult Language Skills	3–6	✓	50
BASIC COMPETENCY			
Keyboard Skills	4–12	✓	10
Practical Reading Skills	5–8	✓	25
Survival Skills	9–12	✓	50
GED Preparation	9–12	✓	60
COMPUTER EDUCATION			
Computer Literacy, Elementary	4–6		20
Computer Literacy	7–12	✓	25
Programming with BASIC	7–12	✓	50
Introduction to Computer Science with Pascal	10–12	✓	80
Introduction to Data Processing with COBOL	10–12	✓	50
Introduction to UNIX Operating Systems	10–12	✓	10

1 = Actual duration depends on session length and frequency, student level, and performance.

2 = The course incorporates speech.

Title: All the Right Type
Available: Didatech Software Ltd., 3812 William Street, Burnaby, B.C. V5C 3H9
Telephone: 299-4435
Fax: 299-2428
Price: For Apple, C64, IBM, Macintosh. School Edition $67 ($89 Mac) includes manual, program disk and back up disk or Lab Pack $134 ($179 Mac) includes the school edition plus disks and materials for 4 more computer stations. A Site License for $350 - $445 includes a master disk, manual, student materials and allows you to make as many copies as you need for a school site plus the ability for students to purchase their own disk for off site use at $10 ($15 Mac).
Recommended by: Cathy Tolsma, Department Head, Business & Computer Studies, VCC(KEC)
Reviewed by: Laurie Gould

ART is an interactive software program that helps students become comfortable working on computers while gaining keyboarding skills. It uses a four-step approach. First, students are shown the finger position and reaches for a group of keys. Next, exercises help them build up accuracy and speed. Finally they use the new keys to type words, sentences, and paragraphs. After every three lessons they can test their skills.

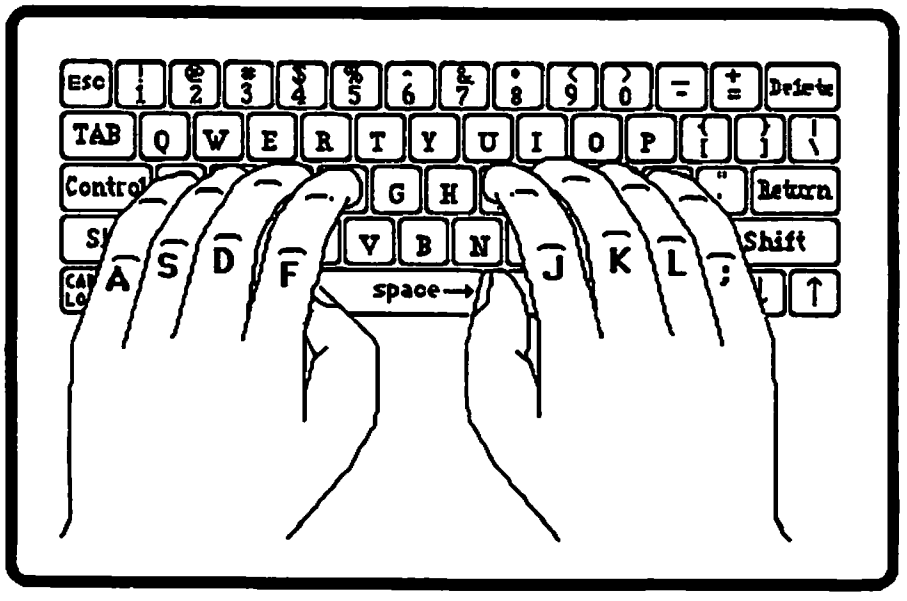
The program also contains a simple mini word processor that allows students to practise their newly-acquired skills while writing short letters, stories, and reports. Simple instructions in the manual show how to introduce cursor movement, arrow keys, overtyping, inserting, deleting, blocking, moving, copying, saving, and printing text.

ART can be used for individualized or group instruction. The customizing panel, record keeping system, and authoring system give you the flexibility to adapt the program to your special purposes. The manual contains six sample lesson plans and explains how to use the program with any number of students and computers.

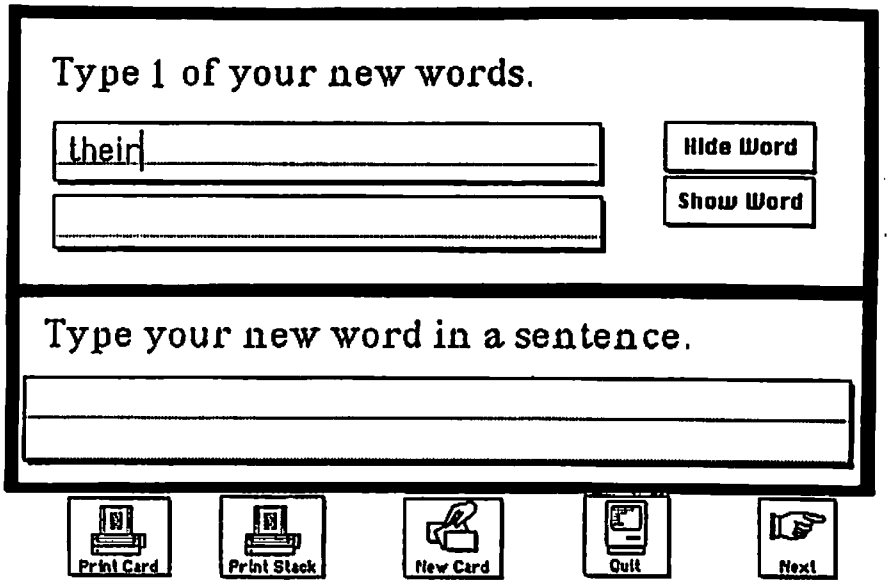
Once students know how to turn on the computer and bring up the menu, they can work fairly independently. Experienced computer instructors say they prefer it to any other keyboarding program they have seen or used. They say the graphics are superior and particularly attractive on a color monitor. Keys are introduced in a logical way with sufficient practice. Instructions are clear and consistent.

Comments from students:

- *"Before, I tried another software. This one is better because the steps are easier."*
- *"I like it very much. It tells you if you're doing better. We don't have to wait for the teacher."*
- *"I'm enjoying it because I'm learning to type and learning the computer."*
- *"I like to change the speed and challenge myself."*
- *"Easy to follow. You can catch on right away. Straight forward."*



Title: Hyperware
Copyright: B.C. Ministry of Advanced Education, Training and Technology
Available: Contact the Centre for Curriculum and Professional Development (For address see Page 1) to borrow a copy of the manual and disks.
Reviewed by: Maureen Stephens



Hyperware is the product of a 1989-90 cost shared project designed by two ABE instructors at Okanagan College. Their prime objective was to provide a sampling of reading and writing activities that could be created using the Hypercard program that is provided on all Macintosh computers. Hypercard is a kind of toolkit for building text and graphic software called "stack.".

The *Hyperware* manual is well organized and easy to follow. Screen dumps (visual images of what the instructor sees on the screen) are used throughout the manual accompanied by written instructions. This is particularly helpful to non-technical instructors.

The manual is divided into three sections. The technical section provides information such as copying disks and working on a network. It is suggested throughout the technical section that you consult with your lab or computer instructor, particularly when using *Hyperware* on a network. Many learners in our program can access the stacks easily using a network and two of the learners can now set up the program for others.

The second section of the manual is the stackware section. The sixteen disks that accompany this program are divided into four subject areas: illustrated student-generated stories, independent student programs, writing, and record keeping. The disks can be used independently and in no particular order. This section also contains suggested objectives and teaching strategies, another valuable asset of *Hyperware.*

The last section of the manual is a bibliography of resources using technology in ABE as well as instructional resources for using Hypercard.

I would like to comment specifically on three disks learners have used extensively. Spelling Words allows students to practise their vocabulary in a different way and the New Card command allows students to continually add new words for practice. The Character Sketch stack is a class favorite. In keeping with the objectives of *Hyperware*, this stack keeps the learner in control by giving choices. The Descriptive Writing stack has a variety of choices and some good prewriting activities.

More *Hyperware* stack reviews will appear in upcoming issues of this bulletin. As the project is distributed and assessed in the field, needed revisions should be communicated to me at Okanagan College.

RECOMMENDED LITERACY MATERIALS REVIEW

Title _____
Author _____
Publisher _____ Copyright Date _____

Where is it available? _____ Level (please circle)
***Basic(Gr.0-3)** ****Functional(Gr.4-6)** *****Independent(Gr.7-9)**

Please be as specific as possible in describing the material. If reviewing print material, please attach a photocopy of the table of contents and a sample page of the text to assist us in evaluating the material.

1. Describe the material _____

2. How do you use it? _____

3. Why does it work with learners? _____

4. What are the weaknesses, if any? _____

Please feel free to elaborate on any aspect of this material. Use the other side of this form for additional comments. Submissions should be sent to:

Joan Acosta
Capilano College
2055 Purcell Way
North Vancouver, B.C. V7J 3H5

Recommended by: _____ _____

(name) (institution)